

Evaluate the adaptation needs of young people



Context

Students with special educational needs are children, youth or adults who have impairments or disabilities that, when compensated for by reasonable accommodations, do not prevent them from achieving the objectives of their educational level. However, in order to make accommodations, it is necessary to identify the actual needs of these youth, highlighting their strengths and challenges, including through observation and self-observation.

Presentation

The assessment of pupils' needs can be done in different ways.

- Teacher observation of pupils :

* The teacher can create a portrait of the student, his/her learning strengths and challenges, based on an observation grid.

* the teacher can use alert grids to identify the young person's challenges related to the presence of a disorder/disability.

- Self-observation by students :

students can complete a self-observation grid to record the strengths and weaknesses they observe in themselves.

Identifying students' needs

1- Teacher observation of pupils :

Identifying the student's weaknesses and, more importantly, his or her strengths allows the teacher to determine the appropriate measures to be put in place to help the student in his or her schooling. He can thus observe :

- behaviors

- fine/global motor skills
- self-esteem
- relationship with others
- cognitive and metacognitive
- functioning
- degree of skill mastery
- etc....

Student's profile					
Social skills					
Social relationships (peers and a	lults)				
1. Student has and makes new					
friends 2. Student is able to keep a					
 Student is able to keep a commitment 					
3. The student is able to					
communicate with other					
students (exchange, listen, play)					
piay)					
4. The student demonstrates					
empathy with peers					
The student shows respectful behavior towards adults					
6. The student is able to recognize					
the function of the adult and to					
solicit him/her appropriately					
according to his/her needs					
Communication					
Verbal expression					
7. Student is able to communicate					
with an adult					
8. Student is able to make self		+ $+$			
understood (by peers and adults)					
(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
9. Student has a smooth, non-jerky					
speech flow					
 The student uses a rich and varied vocabulary, appropriate to 					
his/her age and the					
communication situation					
11. The student is able to take an					
active part in a discussion, a debate					
12. The student is able to express					
his/her feelings					
Vritten expression					
13. Student has legible and neat					
penmanship					
ognitive skills					
nemorize					
14. The student is able to quickly					
restore knowledge and skills					
acquired in previous years 15. The student is able to understand		+ +			
and reformulate an instruction					
16. The student needs regular		+ +			
memory reactivation to mobilize					

Accurately identifying the student's difficulties allows the teacher to plan reasonable accommodations to help the student. You will find many resources in the guide "supporting students with learning disabilities".

Attention						
Description of difficulty		Potential Supports				
-	problems focusing	-	check vision and hearing			
-	appears not to be listening	-	allow a fidget toy (modeling clay, chewing			
-	does not complete assignments or rushes		gum or squeeze ball)			
	through them	-	seat student away from distractions			
-	does not follow instructions	-	use a timer for chunking times on task			
-	difficulty starting tasks	-	provide authentic opportunity to move class			
-	difficult organizing		(keep supplies at the back of the room)			
-	seeks sensory information: fidgeting, tapping, touching, making noise	-	provide a sizzle seat or exercise ball for seating			
-	loses things	-	chunk longer assignments			
-	changes thoughts quickly	-	mark assignments in stages			

2- Alert grids for teachers :





3- Auto-observation grid for student :

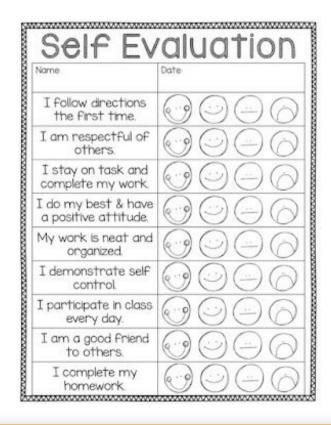
There are two main reasons for offering students a self-observation grid. First, it allows students to become aware of their strengths, challenges and progress. Second, it helps the teacher compare his or her observation with the student's to get a more accurate picture of the student and how he or she is functioning.

The alert grids allow teachers to identify the warning signs of the presence of a disorder.

Please note that teachers cannot make a diagnosis.

These alert grids allow them to refine an opinion and share their observations with parents or other professionals. There are online alert grids:

https://www.lexercise.com/tests/learnin g-disability-test



Resources

Supporting students with LN :

https://www.srsd119.ca/departments/teacherinformation/SSS/stategies_resources/SupportingSt udentswLearningDisabilitiesProvinceBC.pdf